



"the bond of unity  
existing between  
members of a group..."

# nexus

volume 24, no. 5  
april 15, 1974  
hammond, indiana

## Faculty parking temporarily resolved

by Anna Madrzyk

The Council of Faculty Delegates voted at their April 1st meeting to accept non-designated parking for faculty and staff members for a trial period of one semester. After the Fall 1974 semester, the issue is to be reconsidered.

The original resolution, which provided for designated, preferred parking for faculty and staff, was amended to read as follows: "Be it resolved, the Council of Faculty Delegates recommends to the Chancellor that parking for faculty and staff be provided on a non-designated basis for the Fall 1974 semester only, at which time the issue will be reevaluated." The amendment was passed.

The original resolution was presented to the delegates by Professor Rose. After considerable discussion, the final amendment was suggested by Professor De Felice. As a result of this decision, there will be paid and free non-designated parking only next semester.

The preferred parking issue had aroused considerable controversy, which began when a

questionnaire was distributed to faculty and staff members seeking their opinions on faculty reserve parking. This questionnaire was reprinted in The Nexus. In response to student disapproval of the idea, faculty members met with the G.A.S., which had also conducted its own poll of the students.

G.A.S. members James LaCourse and Priscilla Nemeth were present at the meeting to register student disapproval. LaCourse presented the results of the G.A.S. poll: 164 students, 3% of the student body, participated. 134 students were against reserve parking for the faculty and 34 students were in favor of it.

Professor Rose announced that the questionnaire distributed to faculty and staff showed great approval, although not unanimous support, of reserved parking.

De Felice stressed that acceptance of the amendment providing for non-designated parking is not a final rejection of preferred parking. Non-designated parking is to be instituted on a trial basis only and to be reevaluated after this period.

If the faculty and staff find that non-designated parking poses serious difficulties throughout the trial period, faculty reserve parking may be a hot issue once again next fall.

This issue  
of  
the Nexus  
is  
dedicated  
to  
Priscilla  
Nemeth

The staff wishes her a quick recovery and hopes she'll be back at PUCS soon. Priscilla was in an automobile accident on Thursday, April 4th and was taken to St. Catherine's Hospital.

## Educational benefits for children of disabled veterans

If you apply before this semester's end, you will receive a refund for two-thirds of your spring '74 tuition.

As the child of a disabled veteran who suffered a service-connected disability, you are eligible for educational benefits in the form of a monetary grant.

The Child of Disabled Veteran (CDV) Grant pays approximately two-thirds of your tuition. More specifically, for every \$20 you owe for tuition the CDV Grant pays \$13. The remaining \$7 must be paid by you, or by some other type of financial aid through the University (if you apply for, and the CDV Grant is applicable to tuition only and does not cover other educational costs).

You may use your CDV Grant for eight semesters. Use of the Grant is not dependent upon your being enrolled for a certain number of semester hours. However, it is wise to enroll for a maximum number of hours since a semester's use counts as one, whether you are taking 3 hours or 18 hours. You may choose not to use your CDV Grant during a semester, and pay for your classes and other costs. Use of the CDV Grant during the summer session counts as one-half a semester's use.

The amount of your CDV Grant should be reflected on your fee

statement (to be mailed from the Bursar's Office). If the amount is not shown, inform the teller at the Bursar's window that you are the recipient of a CDV Grant. This can be done at the time you pay your fees.

Your CDV Grant will be renewed each semester unless you notify us of your intention not to use the Grant. Should you choose to use your Grant during the summer session please notify the Office of Financial Aids a month prior to the start of the summer session.

The CDV Grant is limited to use during your undergraduate years. You will lose a part of your Grant if you have not used the Grant eight times while an undergraduate, since you cannot use the Grant while enrolled in graduate school.

Before applying for the grant, it is necessary to secure an official copy of your father's service and disability record. This may be accomplished by sending a proper request (including father's full name, V.A. file number, and social security number) to: Veterans Administration, Regional Office, 2030 West Taylor Street, P.O. Box 8136, Chicago, Illinois 60680. But since speed is of the essence, a phone call would be more appropriate.

## Deadline changed to April 19th

The deadline for the "Change the Blob Contest" has been changed to April 19th. The reason for this is to allow more time for selecting a winner.

In case you don't know what the "Change the Blob Contest" is, it is a contest to find a more appropriate masthead for the Nexus. Your entry must illustrate

the definition, "the bond of unity existing between members of a group." The winner will receive 15 dollars, so all you artistic people get busy.

Remember, the deadline is noon, April 19th. Send your entries to Nexus, c/o PUCS, Hammond, Ind, or drop your entry off in room 324D of the SFLC building.

## Professor authors textbooks

Hammond, Indiana—A physics professor at Purdue University Calumet Campus is the author of a series of two new textbooks on physics for undergraduate college students.

Dr. Victor Namias, associate professor of physics, has written two volumes of "Study Guide in Physics," published by Allyn and Bacon, Inc., of Boston, Mass. Volume I is titled "Mechanics," and Volume II is "Fluid Mechanics, Waves and Thermodynamics."

These Study Guides are meant for use with either traditional or modular instruction in standard calculus-based introductory physics and engineering courses.

Additional volumes are planned for publication in the next few years, Namias said.

These are the first textbooks written by Namias, who joined the Calumet Campus faculty in 1966 after serving five years as a physics instructor at Carnegie-Mellon University in Pittsburgh, Pa. He earned his Ph.D. and M.S. degrees in physics from Carnegie-Mellon.

A native of Brussels, Belgium, Namias also holds degrees in electrical engineering and nuclear engineering from the Universite Libre De Bruxelles in Belgium. He began employment with the Belgian government in 1957 as a nuclear engineer

working on design of the BR-3 Reactor. The following year he was sent to the United States to collaborate with American engineers at the Westinghouse Laboratories in Forest Hills, Pa., on design of nuclear reactors. He spent three years on that assignment before joining the Carnegie-Mellon faculty.

He is author of many articles published in scientific journals in Europe and the United States. Also, he was awarded several grants and fellowships for advanced research in physics. The grantors included the U.S. Atomic Commission and the Tassell Foundation.

The instructor will be Mrs. Judith D. Rodimel, chairman of the art department at Scott Middle School in Hammond and a professional interior decorator. She also has taught the beginning interior decorating classes at the Calumet Campus, which have attracted many enrollees.

The Office of Continuing Education reported that the advanced course is being offered in response to requests from men and women who attended the classes in beginning decorating.

Registration may be accomplished in person or by mail at the Bursar's Office in the Millard E. Gyle Science Building, 2233-171st St., Hammond.

## Decorating offered at PUCS

The class will meet on eight Tuesday evenings from 7 to 9 p.m., commencing April 18 and concluding June 6. The course fee is \$28.

Both lectures and laboratory assignments will be utilized in of arrangement principles, color and major furniture periods... Electric decorating—how to mix furniture periods...Texture and visual impact...Architecture... Displaying art...Storage problems. playing art...Storage problems.

Hammond, Indiana—A new continuing education course in Advanced Interior Decorating will be offered at Purdue University Calumet Campus, starting April 18.

The non-credit course is designed for persons who have a basic knowledge of decorating principles but seek additional information on combining colors, textures and furniture pieces to create a harmonious home environment.

## ON THE INSIDE

|                              |        |
|------------------------------|--------|
| Letters . . . . .            | pg. 2  |
| Can Do . . . . .             | pg. 3  |
| Just Being Arnold . . . . .  | pg. 3  |
| Grade Appeals . . . . .      | pg. 5  |
| Jim Healy . . . . .          | pg. 6  |
| La Causa . . . . .           | pg. 7  |
| 13th Amendment . . . . .     | pg. 9  |
| Movie Review . . . . .       | pg. 10 |
| Movie Orgy . . . . .         | pg. 10 |
| Party Tap Chuckles . . . . . | pg. 12 |
| UFO's . . . . .              | pg. 13 |
| Greek Column . . . . .       | pg. 15 |
| Sports . . . . .             | pg. 16 |

# Letters to the Editor

Arnold and Kim,

Just a note in appreciation of the job you are doing with the Nexus. The last issue was clearly the best and it has been improving each issue under your direction.

The last issue showed some appreciation of journalistic style and a quality of real editorship

bringing the writing to a better standard. The new policy you've set results in a paper all of us can be proud of and undoubtedly is making being a staff member a real learning experience, which is as it should be in the University. Keep up the good work!

Chancellor Carl H. Elliott

Dear Editor:

I noticed in your last issue of the Nexus, there had been articles reporting recent events (Jimmy Buffet concert and Las Vegas Weekend) but nothing concerning the success of the One Night Coffeehouse. As far as I could see, a large number of people enjoyed it. Evidently some enjoyed it more than others because there were strange odors in the air and beer cans were strewn on the floor. (At least they could have left something for the cleanup crew. We did confiscate a bottle of wine, though.)

Concerning the people who performed, I thought they were excellent. (Especially when they

all played for free!)

First of all, Mary Anne Prashina and I got up and sang "With God on Our Side", a version we heard Bob Dylan and Joan Baez sing. We did it primarily to warm up the crowd, but it seemed to drag on and the melody sung by Mary could not be heard too well.

Tim Watson had to follow us, but he was unable to pick up the tempo. Tim is very talented, but he becomes very subdued on stage. I understand that he just recently learned to play the banjo which may account for the lack of fingerpicking on the five-stringed instrument. I'd like to hear Tim do Leo Kottke material with his twelve-string.

"ARIELLE" made a great effort to liven things up. They made fine music which can be described as progressive folk-rock. I apologize for giving them and the other performers the "shatt". There were too many acts, thus the performers did not have enough time to be fully appreciated. I also made the mistake of not providing time before-hand for setting up and tearing down equipment.

George Hollowaty kept the crowd from leaving while the moving was going on. He perked up the audience by singing more familiar tunes. George and Andy Prieboy did a good job of getting the show going. I was unable to hear Andy, but I've seen him previously and I know how well he does. (Mary's note — Andy sang several country and western songs. The song that everyone enjoyed the most was "You were Flushed from the Bathroom of my Heart".)

Next came the first of the Lakeside Coffeehouse supporters (a bunch of real jocks), Ron Barany. After hearing him we thought ourselves very proud and fortunate to have him. The crowd responded immensely to his Bob Dylan-style guitar work, wailing harmonica, and his sweet

and steady voice. What more can we say, Ron?

The rock-jazz of "Magical Joe Dokes" fits well into a coffeehouse atmosphere. Makes me want to be a beatnik again. The audience didn't seem to share my feelings though. Again, we had the same problems as we did with "Arielle". We needed more time to listen and enjoy them. Three songs is not enough to get down on. I mean man they were cool. We'll try to do better the next time.

With my experience I've found that it is difficult to follow a group (especially a good group like M.J.D.) with a single performer. Jamie Cloghessey overcame this difficulty with ease. I was especially amazed at the song she had written just the night before. She displays talent not only as a singer, but as a song-writer also. (Not to mention her big boobs).

Although he is quite flat, Tom Mullins seemed to highlight the show. He first did a guitar version of Bach's "Jeru". It was, to say the least, excellent. "Fat Stuff" was next and we would have rolled in the aisles if there were any. That wasn't enough, he saved the best until last. "Ribosomes" (a song he wrote) established Tom as the crowd's (as well as my) favorite. Come to

our Y.W.C.A. coffeehouse and you can probably see him if you happened to miss him.

Our friend, and fellow Lakesider, Jack (I apologize for forgetting his last name) closed the show with a couple of songs relaxing the audience with his comfortable manner. Tom and Jamie joined him in singing his last song, "Country Roads". It can be safe to say that the few people who stayed until the end left feeling good.

I'd like to thank Jeff Riddle, Ms. Goldman, and S.A.B. a whole lot for doing most of the planning and work. Jerry Osterman and his people did the fine job of sound and lighting. Jerry is available for more of the same kind of work and can be contacted through Ms. Goldman and the Student Affairs Office.

We hope our regular coffee house will be as successful as our one-nighter.

MICKEY CAMP

Editor's Note: Your point is well taken. Also, you appear to have a flair for writing. Would you please consider joining the NEXUS staff for the fall semester? If interested, please drop by room 324D in the SFLC building anytime.

## Critic's Unchoice

by Glenn Griffin

In recent issues of the Nexus a few of our more ardent readers have expressed their displeasure at our movie critic, Terrence M. Kras.

Apparently, those readers disapprove not only of Mr. Kras' opinions but also of his writing style.

I have always been under the impression that a movie critic's remarks were his personal opinions; this certainly doesn't say he's always right nor, on the other hand, always wrong. What Terry wrote was what he honestly thought of the movie.

One letter of protest written stated that Mr. Kras "had no sensitivity for the arts." Fortunately for Terry, nothing could be further from the truth. Underneath all that hair, including that growth he labels a moustache, there is a human being. I assure you, unnamed writer, he does have a twinge of sensitivity every now and again.

Besides, Terry has nothing to gain if he knocks a movie. He doesn't get free passes to see them. In fact, the very reason he did not want to get free passes was so he could be more

objective in his reporting. He felt that if he were to be given a free pass by a theatre he might be obligated to write a favorable review.

As for Terry's writing style, that's his own and that's the way it should be. At times it may be rough, but that is part of the reason for his writing on the newspaper — experience. Is it concise, to the point, and using language all you intellectual midgets can understand, wrong? I think not. He doesn't beat around the bush; if the movie's bad, he says so (i.e. "The Way We Were"), but please note, he tells why he thought the flick was bad. He takes many points into consideration before making his decision; he doesn't write off the top of his head.

I'm not making any excuses for Terry. He's a good news correspondent, and a very hard worker.

Most of you people don't realize the amount of time and effort that goes into this paper. Please bear in mind that no one on the staff is paid, unlike most student newspapers, including IU Northwest.

Most of the correspondence the Nexus has lately been receiving

has been about our movie reviews. Movie reviews are about as important as a peanut when it comes to the serious problems that concern the students of PUCC.

One letter of protest was turned in about the faculty parking situation, and none about the D-lot problem. If you eggheads expect these problems to solve themselves, you're sadly mistaken. The Administration will solve the problems, and, by doing so, the students will be unrepresented. The Nexus is an opportunity for the students of PUCC to speak out and say what

they feel.

If the students of PUCC feel movie reviews are a more pressing problem far be it from me to stop you from writing in. You are just throwing this golden opportunity away. When a decision is made that you don't like (i.e. D-lot transfer) you sulk and curse at everyone but the one who deserves it most — YOU.

I'm afraid this campus is coming down with a bad case of the apathetics. The symptoms are beginning to appear: lack of involvement; little interest in student affairs; and, in general, a blasé attitude.

The only known antidote is a good shot of enthusiasm for good ol' PUCC. You don't have to wave flags and don a cheerleading uniform, but I'm sure you catch the drift.

Let's hear a response from you readers. The Nexus is your newspaper. It should reflect the attitude and thinking of PUCC students. In that respect, I'm glad the Nexus doesn't completely represent the general lack-luster attitude of PUCC, because if our paper was as apathetic as the students, I'd be ashamed to write for it.

## Evening vs. Day Classes

by Bruce Popka

I've been sitting in on a lot of classes recently in an attempt to confirm or deny my theory that evening classes are much easier than day classes.

I can clearly recall what first led me to this belief. I transferred from a day division of a calculus class to a night division. The day class contained over a hundred students; the night class contained about a dozen. On the first tests the lowest passing score in the day class was in the mid sixties; in the night class the lowest passing score was 52%.

Since then I've enrolled in several other evening classes. In all of them except one, the average age of the student must have been in the late twenties, somewhat older than the average day class. And I must wonder if in the day class a strong student-teacher relationship is present, whereas evening students, generally older, have person-to-person relationships with their instructors, I don't know.

In one graduate level communications course many of the students were friends of the instructor. In fact, the professor had formerly worked at the same high school with these teachers, who were working on their graduate degrees. They managed to talk him out of exams and into postponing reports. But this sort of thing is not confined to this particular professor. It is common practice with some of our professors.

In a general chemistry course

two years ago, I again witnessed a more lenient grading curve in the evening division compared to the day divisions. This time there was a 5 to 10% difference in the passing score cut-off line.

Overall I can draw this picture. My grad index is at the "C" level, but compiling and averaging my grades for only my evening classes I have achieved a "B" level. I will concede that these few undetailed accounts dare not be considered proof of my belief, but they obviously do not contradict it either.

There is another interesting story I'd like to relate before I close. Maybe it has an offence of explanation, maybe not.

Two weeks ago I attended a lecture on cosmology. This lecture was given by one of our physics professors and was produced by the Continuing Ed. Dept. on a non-credit basis. I was the only PUCC student there; the others were non-students (non-

credit) many of whom were employed by NIPSCO. (I don't know why, perhaps they co-sponsored the series.) Anyway this was the last lecture of the series. At the end of his presentation the professor received a loud round of applause, a written letter of gratitude from the class, and some gifts. I was later told that after concluding his lecture, he often received standing ovations.

I thought his lecture was well presented, but I did not understand all this special treatment bestowed upon him. I had to ask myself: were these people over-reacting, was I under-reacting, or was all this "the way it should be"?

Well, about all I can say is that the absolute evening student and the absolute day student are two different creatures. I think I will sit in on many more classes because finding some answers to this thing has become a kind of personal quest to me. There is something very basic about the concept of education and the university here; I want to know what it is.

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HAMMOND**

# CAN DO

Officer Ruberti

The last issue of the paper contained a letter to the Editor that sounded like a plea to fellow students. The person who wrote the letter asked not for money, an apology or even pity. The person asked that each and every one of you live up to the responsibility of being a member of the University Community. Maybe **CAN DO** has not gone far enough in showing the role of the University Police Officer. He serves you in ways mentioned in past **CAN DO**s, basically because that's mostly what is called for. Yet, when a violation or crime is committed against you or the University, that same police officer has the power and authority to seek out the wrongdoer so that he can be brought forward to answer for his actions.

A little knowledge goes a long way, and if you know what actions are taken when a report is made, you will understand what makes the report so important. The Offense Report is the type an officer fills out when it is suspected that a crime has taken place.

If the crime has gone beyond the University or if it is a felony, the Hammond Police also make an offense report. The reason is twofold. The Hammond Police enter the information on the Crime Computer thus involving every Law Enforcement Agency in the State; and also it's a case of needing manpower. The University needs and welcomes the assistance of the Hammond Police in serious cases. Our police have the authority but not the men to devote to full-scale investigations. The Department has closed many cases unaided,

though. For example, a University Police Officer on routine patrol was directly responsible for the recovery of a car stolen from another city.

Returning to the report, the things some students hear can be disproven. The name of the person making the complaint does not have to be made public. In all cases this has been respected. Speaking of respect, any female that has an offense to report can do so in the company of another female. People sometimes feel that they will be retaliated against for making a report. On the whole this is a completely false idea. You are making a complaint against only one person, and there are many, many more good people here than bad. Secondly, the odds are great that the culprit is not even a member of the University; and though he has no intention of retaliation, he hopes that you feel he does—so you won't file a report. he hopes that you feel he does so you won't file a report.

Failure to report what you think is a small incident can hinder our investigation of a large incident. Many small cases are often related. The University Police Department has officers on duty 24 hours a day. No matter what time it is, a report can be made. The sooner after an incident that the report is made the greater the chance that it can be taken care of. Delay not only allows the suspect a chance to get away, it also means that important facts in the matter are often forgotten. There is no other way to explain than to say that anyone who refuses to report an incident also aids the person who commits the crime.

by Arnold Ridgell

This is in reply to some of the criticism that I have received about the Nexus newspaper—some verbally, and some via sneaky little notes. I would like to begin my reply by saying that since I have been entrusted with the reins, or that is to say the partial governing of the newspaper, I have tried to remain as impartial and objective as one Black man could ever hope to be, and believe me, this has been a difficult job. So, out of fairness to those who would take exception with the following statements, this is being printed in the next to the last issue so their reply may be printed in the last issue.

Basically, there is no White Anglo-Saxon Protestant way to tell a person to go to Hell. But to my detractors and critics of the newspaper, I now take the liberty to tell them to go to Hell. Before I hint at the individuals, I would like to say that ever since the beginning of my writing career, which was encouraged by Priscilla Nemeth, I have tried to praise the good things about our university and point out the bad things. I have attempted to let you, the reader, share the good moments in my life as a Black man, and I have shared the tragedies of my life with you. I have also tried to champion the so-called "little people" of the university with unknown faces, and the people who seemed to extend their hand a little farther to help. People like Bill from the electric shop who sacrificed lunch hour today to repair my wheelchair. There are thousands upon thousands of stories of positive interaction I have had with the university and the university people, but I must devote some time to those who

say the style of our newspaper is bad, the content is bad, and that we are committing an assault upon the English language. I must apologize to the English department, and at the same time give thanks—for never once during our struggle to bring you, the student and the faculty, a diversified newspaper did they launch a vicious attack or become as picky as to say we misused a verb. English department, thank you for your empathy and compassion and understanding.

Now to talk a little about the straw that broke the camel's back. Of all places that it had to come from, it came from the two effete, intellectual, snobbish, White faculty members who haven't even been in this country long enough to lose their damn foreign accents. Their lack of awareness and ignorance of Blackness is an insult to any Black student. I would go so far to say to any minority student. It seems as though in their hasty decision to criticize me for my Black rhetoric, they fail to realize that I not only talk like a Black man, I walk tall like a Black man, and I even live as a Black man. My route of travel, if life holds true, will be to exchange one small ghetto for a larger ghetto. So it at times I don't come out sounding like the average, young, sweet, middle class, White child

from Munster, it's only because I am Black, and proud of it.

You may bloody my head with your snide innuendos, but this I can promise you: I will never bow to it, to no White, and especially two who just got off the boat and who are disguising themselves as Purdue Calumet Campus faculty members of the foreign language department. I would like to close at the end of this article by stating for the record that it is my sincere belief that this nondescript dynamic duo in no way alters my opinion of the good people, including faculty and students and employees of Purdue University. I believe that without the sincere encouragement of the faculty and students, of which the majority happens to be White, my college career and my experience as co-editor with the marvelous Kim Rusnock, (who incidentally happens to be White), could never have been so successful. To those who encouraged us when we needed it, to those who have rolled up their sleeves and helped physically and verbally, I want to say thank you from the bottom of my heart. To those who think that this writing is just an exercise in Black racism, I say you are wrong.

"Some of my best friends are White." And besides, putting square heads in square holes is just being Arnold.

## In Memoriam

It is with heart felt sympathy we announce the death of Mr. Clarence Welty. Mr. Welty gave numerous guest lectures on the Purdue Calumet Campus, and our deepest condolences are extended to his family.

Last Feb. 26th, Mr. N. Main, father-in-law of Professor R. L. Anderson passed away at St. Catherine Hospital at Purdue. We would like to extend our condolences to Prof. Anderson and his family.

## Letters (cont.)

Sir:

This is in reply to Christina Nelson's attack on Terry Kras' review of **The Way We Were**.

I did not see the review, but judging from her outraged letter, he must have thought the movie stunk, as I did when I reviewed it. I received a few such letters when I gave a similar opinion, most of these, no, all of these from women.

I was also accused of being insensitive because I thought the movie contained a bit too much saccharine for my taste. The theme was plain idiotic as were the hordes of viewers that left shedding tears, doing exactly what the producers of the movie intended for them to do.

I also found out that many of

the people that left crying the first time, decided that the movie had enough merit to be seen two or even three more times. What are they, masochists?

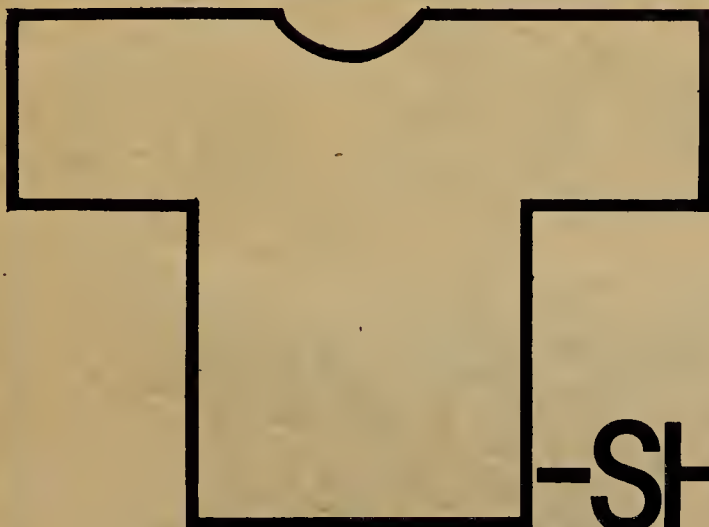
It was the ultimate soap opera. Anyone who thought that flick had any value at all should go see **Mean Streets**. And just how would the removal of a film critic (with, obviously, his head in the right place) benefit the students of any campus? Just because Ms. Nelson didn't like what he wrote, doesn't mean that he is incapable of reviewing films.

Respectfully,

Gary Webb

"movie critic - entertainment editor"

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HAMMOND

# The Great Gatsby

In April 1925 F. Scott Fitzgerald published a novel under the title of *The Great Gatsby*. It is considered to be a bit of a masterpiece for the 20th century.

In April, 1974, *The Great Gatsby* was released as a film claiming to be an adaption of the Fitzgerald novel. Unfortunately, that claim is true. The adaptation so closely follows the book that most of the dialogue is taken straight from the novel, which is all right if you like stiff, prosaic sentences that transmit none of the life and feeling of the 1920's that Fitzgerald had intended. Most of the blame goes to Francis Ford Coppola, the scriptwriter, and former Oscar-winner for his writing and directorial work in *The Godfather*. He deserves no Oscar for this movie.

Sam Waterson plays Nick, the film's narrator. The opening shot was Nick wrestling with a sailboat as he narrates, stiffly enough, the very words that open the book. And so we embark on a two-and-one-half-hour, over-publicized bomb. The other characters are revealed soon enough: Tom Buchanan, played by Bruce Stern; Jordan Baker, quite nicely portrayed by Lois Childs; and Daisy Buchanan, played by Mia Farrow. I might start off by noting that in the book, Daisy has dark hair, while Miss Farrow has blond; a minor point, perhaps, but maybe you will be able to grasp the idea of what the movie has done to the book. Mia succeeds in whining and dining her way through most of the picture, while lacking the two things that make an actress great: looks and talent. Her performance, in fact, is the main weakness of the picture. She should have stayed with Frank Sinatra.

Finally, we are introduced to the great Jay Gatsby. Mr. Gatsby is played by none other than Hollywood's latest glamor star, Robert Redford. Although Redford's performance is not too bad (good, in fact), many mistakes by director, Jack Clayton, have altered it. It has been pointed out that Redford isn't seen for more than a second

or two in any shot, which is confusing and annoying. Some of the scenes, serious ones, are actually rather funny, so when the audience should have been crying, half the time they were laughing. But despite all this, Redford is a good Gatsby, having the style, poise and elegance that you can picture Fitzgerald writing about. But why on Earth he would be attracted to Mia Farrow is still beyond me.

The scenes are done beautifully, each of them capturing some of the images I received when I read the book. Gatsby's house is fantastic, the party scenes are well done, and on the whole the movie is wonderfully photographed. The costumes are beautiful, and an old car buff will find the price of the ticket worth it to see the vintage Rolls Royces. Yet I am under the impression that the sets and costumers were done just to satisfy the public. It was what they were expecting for months now, so those who can just watch the costumes and ignore the plot will probably have a good time. Two of the world's leading F. S. Fitzgerald fans sat next to me during the showing, and the only scene they objected to was the "Valley of Ashes" sequence.

Still, the \$17.60 my small party of four blew on tickets and refreshments seemed a bit much after we got out. Perhaps I am being unfair; it is hard and often unreasonable to compare a film to the literature it was based on. Also, the advance publicity was so optimistic that it was bound to be a let-down. But even when *The Great Gatsby* stands on its own merits, it falls flat. I have refrained from commenting about the directorial butchering of Gatsby's death scene and the final few seconds before the film ends, which are both good for a laugh. Face it, if you want to spend \$3.00 on a bland film, or if you have masochistic tendencies, this is the film for you. If, however, you want to get a marvelous feeling of the 20's, buy the book; it's half the price and twice as entertaining.

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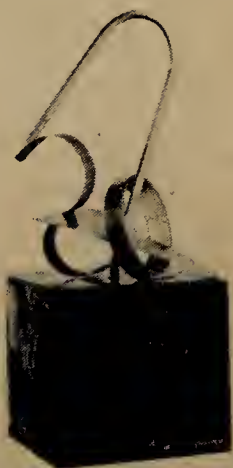
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# Academic Advising Center

by Anna Madrzyk

The Community College Academic Advising Center (G147) has announced that it is now open the following hours in preparation for the second phase of advanced registration: Monday Thursday 1:30-8:30, Friday 10:00-12:00. This phase of advanced registration will occur June 24th-July 12th.

The counselors of the Academic Advising Center serve 570 Community College (GNS) students and 700 temporary and non-degree students. In addition, they will advise over 200 new students who will also be eligible to register during the second phase.

The counselors must see each of these 1400 students once, if only to sign their registration card. Because many of the students who come to the Academic Advising Center are undecided, a counselor will usually spend one-half hour with each student he advises. The new students require additional time.

Most students wait until the second phase of advanced registration has already begun before coming in for advising. As a result, the Academic Advising Center faces a severe overload during this summertime period.

According to advisor Morey Kays, the actual period of registration is the very worst time for a student to come in for scheduling advice. The Community College has tried to prevent the rush of students that occurs during the registration period by contacting students during spring break. Students are urged to come to the Center now,

Con't on pg. 12.

## Student Fee Hiked

Hammond, Indiana—A student fee increase of \$1 per credit hour will become effective at Purdue University Calumet Campus with the start of the 1974 fall semester next August.

Purdue's Board of Trustees approved the increase for the University's regional campuses

in Hammond, Westville and Fort Wayne. The action was taken by the Trustees at their meeting at the West Lafayette campus Thursday (Jan. 10).

This will be the first tuition hike for Purdue's regional campuses since 1969. However, Purdue's West Lafayette campus, sometime ago, raised fees for

Indiana residents by \$20 per semester and out of state students by \$40, or \$370 and \$840 respectively, effective the spring semester this year.

For the Calumet Campus and the other regional campuses the new tuition rates will amount to \$21 per credit hour for resident undergraduates, \$41 per credit hour for non-resident undergraduates; \$26 for resident

graduate students per credit hour and \$51 per credit hour for non-resident graduate students.

The fee increase will produce about \$45,000 in additional revenues for the Calumet Campus per semester. The revenue is earmarked for the debt retirement fund to pay off the bond indenture on buildings and other facilities at the Calumet Campus.

## Grade Appeals Study Surveys Attitudes

One-hundred and seventy-three people responded to the grade appeals survey taken in the February 25th Nexus. The results were tabulated separately for faculty members (19 respondents), full time students (101 respondents), and part time students (53 respondents). Because not all respondents answered every question, it must be kept in mind that all of the following results are based on the number of people who answered that item, not the total number of respondents who returned a survey.

Roughly half of the full- and part-time students felt that they had been graded unfairly in a course at PUCC. (58% and 49% respectively). About two-thirds of the full-time and three-quarters of the part-time students who claimed to have been mis-graded also claimed that they had evidence to substantiate their allegations. However, close to 90% of all students were unacquainted with the present grade appeals system. In contrast, over 70% (— individuals) of the faculty respondents indicated that they were familiar with the system.

Sixteen students indicated that they had tried to change a grade. Seven said no results occurred, three indicated that the grade was changed without making a formal appeal, and two said a grade change was made after making a formal appeal. The remainder indicated other results.

A substantial majority of faculty members and students preferred to have students on a grade appeals panel. (Currently the deciding body is composed solely of faculty members) Over fifty per cent of all respondents also preferred an equal number of students and faculty members on a grade appeals panel. Thirty and forty per cent, respectively, of the faculty members and part-time students indicated they would like to see more faculty members than students on such a panel. Only thirteen per cent of the full time respondents on this question indicated this preference. Ten students indicated a preference for more students than faculty members on a grade appeals panel.

Five criteria for valid

appeals were presented for approval in the survey: (1) a student not being informed by the instructor at the beginning of the semester of the objectives of the course, its procedures, and the mode and criteria of evaluation, (2) a student not being evaluated by concrete evidence by mid-semester, (3) an instructor refuses to acknowledge a mistake in computing a grade, (4) an instructor's procedural policies interfering with the student's ability to carry out his scholastic responsibilities, and (5) prejudice that is reflected in the grade. The criteria were also explained in some detail, and their limitations set forth in the survey. In general, the faculty response ranged from 67% approval (criteria 4) to 100% (criteria 5). The part time student response ranged from 83% (criteria 4) to 100% (criteria 3). The full time students gave between 93% (criteria —) and 99% (criteria —) approval.

Only twelve students responded with any comments when asked for additional non-academic criteria.

A majority of all respondents indicated that the knowledge that an instructor had been challenged in a grade appeal would not affect their opinion of him or her. The majority of respondents also felt that the instructor's prestige would not be lowered by such knowledge. (Close to 85% of all students indicated this response, but only 60% of the faculty members did so).

The faculty respondents were strongly opposed (close to 90%) to allowing appeals based on a student's grievance about course content, objectives, manner of testing, etc. Fifty-eight per cent of the full time students and 49% of the part time respondents felt that academic appeals should be allowed. About 70% of the

faculty respondents felt that the possibility of academic appeals would restrict the instructor's academic freedom in the classroom. About 90% felt that students would not be deprived of academic freedom to criticize their scholastic environment if academic appeals were prohibited. (Appeals of an academic nature are not currently allowed and are not proposed in the new system that will be under consideration by the Council of Faculty Delegates). Forty-percent of the full time students and 47% of the part-time students also felt that an instructor would be inhibited by the presence of an academic appeals system. In contrast to the faculty, however, 57% of the full time students felt that not allowing academic appeals WOULD deprive a student of academic freedom, but only 33% of the part time students indicated the same response.

Finally, students were asked if they would take an active part by following through in formal procedures to influence course content, methods and testing procedures if academic appeals were allowed. Over 70% of the full time students answered affirmatively as did about 60% of the part time student respondents.

Numerous comments on many of the questions were made. A fuller summary of the results, (including the exact questions asked in the survey and a random listing of most of the remarks for each question commented upon), is available at the reservation desk in the SFLC building. The new grade appeals system will be proposed to the Council of Faculty Delegates for discussion on April 29, at 12:00 p.m. in room 321 of the SFLC building. All interested individuals are urged to attend.

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## "The truth from Fruth"

By Paul Clemens

Does Purdue University Calumet Campus have an "Open Admissions policy?" Mr. John Fruth, Admission Officer, says "yes and no." Fruth went on to explain that anyone can enter Purdue Calumet, but they still have to pass the requirements in order to get into a certain school. If they do not meet the requirements, those students will be placed in the Community College.

The Community College, in effect, has actually raised the

college standard rather than lowered it since Purdue Calumet started an Open Admissions policy.

Mr. Fruth, who has been with Purdue for seven years, commented that the Admissions office works along with the Community College to "put students into the courses where they belong, rather than a general curriculum."

Mr. Fruth also commented that student enrollment is up since 1973, even though this spring semester's enrollment lags behind last fall.

## Change in foreign language courses

By Patty Bebenek

More emphasis on communication will be one of the changes the Modern Language department is now considering for the first and second year foreign language courses for the spring of 1975.

The changes would take place by reorganizing the goals of the courses. The first year language courses (101 and 102) will still be beginning courses, but oral conversing in the language will be stressed more heavily. Hopefully, by the end of the course the student would be able to converse freely.

On the second year level, 203 would still be a review course, since it would contain students with different backgrounds in the language.

The fourth semester course, 204, will still primarily be a reading course, but the topics to be read will be different. The reading is going to correspond so that it will be of interest to students with certain majors. There may be different divisions with reading in the area of science for science majors, literature for English majors, and other reading which would appeal to students with certain majors.

## Summer Workshops Detailed

Hammond, Indiana—Seven workshops on a variety of topics will be offered at Purdue University Calumet Campus during the Summer Session which begins June 17th.

They carry from two to three credits on graduate and undergraduate levels and are scheduled from one to three weeks during June and July. The classes meet Monday through Friday in morning or afternoon sessions.

The workshops are designed for teachers and other graduate students pursuing advanced degrees, and also for undergraduates and individuals interested in the specific areas of English, education, communications and art and design.

Topics range from documentary film techniques to a seminar in art education to regional dialects of American English.

Advance registration ended April 5th, but delayed registration will take place prior to June 17th. Additional information may be obtained from the Office of Continuing Education or the sponsoring department. A brief description of the workshops follows:

...THE DEVELOPMENT OF STANDARD AMERICAN ENGLISH (English), June 17-July 5, 1-4 p.m. Traces the evolution of American English from the origins of our language family. Students will examine the process by which so-called "standard" language is changing, emerging as separate dialects.

...REGIONAL AND SOCIAL DIALECTS OF AMERICAN ENGLISH (English), July 8-July 26, 1-4 p.m. A study of the development of American English dialects from mid-18th century to the present. The course will consider distinctive dialect features of pronunciation, word choices, and grammar. Each student will make a field study of local dialects involving an ethnic group.

...THE LITERATURE OF YOUTH: TEACHING, EDITING AND WRITING (English), June

17-July 5, 1-4 p.m. This course will focus on books read by teenagers when they are given freedom of choice. Participants will study ways of using these books within the regular curriculum. Also, attention will be given to the kinds of stories, poems and plays written by teenagers.

...SEMINAR IN ART EDUCATION (Art and Design), June 17-July 5, 1-5 p.m. Emphasis will be on media-processes and methods. The syllabus includes painting, weaving, sculpture, ceramics, assemblages, mosaics, hooking, jewelry making, textiles and other crafts. The roles of art education and the fine arts in conjunction with other academic areas will be examined.

...DOCUMENTARY FILM: THEORY AND TECHNIQUES (Communications), June 17-July 13, 9 a.m. to noon; 12:30 to 2:30 p.m. Both film viewing and production are included in this course. Development of the documentary genre will be stressed, from Robert Flaherty to the Maysles Brothers, along with in-class production of Super 8 and 16 mm silent and sound films.

...BEHAVIOR MODIFICATION (Education), June 10-June 14, 9 a.m. to noon (other hours arranged). This course will examine application of the principles of "Learning theory" to classroom practice. It will outline techniques for handling undesirable behaviors in the classroom and effective methods of improving behavior patterns of children.

...INDIVIDUALIZED INSTRUCTION AND LEARNING IN THE CLASSROOM (Education), June 17-July 5, 9 a.m. to noon. This course is designed to familiarize teachers with the theories, rationale and practice of individualized instruction and/or individualized learning. Enrollees will investigate the philosophy of individualization and will participate in individualized activities. The workshop is open to classroom teachers, prospective teachers, and school administrators.

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## "WHERE

## YOU

## FROM?"

by Sue Rosenfeldt

Did you ever think that this question would bother someone from Purdue? At this commuter college, there are an array of answers ranging from Hammond to E.C. to Highland to Calumet Township and to "that other place." I am from "that other place."

People say, "Where you from?"

I say, "Urmugh," with my hand over my mouth.

They say, "Where?"

I say "URMUGH," with my mouth shut.

They say, "What?"

Finally I am forced into replying grimly, "Munster."

They say even more grimly, "Oh . . ."

In one second flat I am turned into a rich, bitchy snob from Munster. And you know what? I don't blame them one bit. When I was in high school (yes, Munster High), I thought of them in this way also. I was 5'2", 180 pounds at the time and I just couldn't fit into the role of rich snobby bitch well enough, so I was out. I cried, let me tell you, almost enough to emit a small whimper every now

and then. I got so sick and tired of all the clothes, and trips, and fans, and more clothes, and cars, and the Munster Mansions, and even more clothes.

I don't like being classified with these people especially since I wasn't considered one of these people by these people, or shall I say gods?

But, you know, I can't really say that all from Munster are this way. And there's where it's wrong. Do you think that one of these kids who fit the previous description would actually go to a school like PURDUE CAL? Absolutely not! They wouldn't be caught dead. Who could they impress by saying, "I go to (or my son goes to . . . ) Purdue University Calumet Campus. The tuition there is three hundred dollars a semester, and that's six hundred dollars a year!!!"

So I don't see the justification of the stereotype put on us here. Most (not all) of the students from Munster are working, just like you.

I look at it this way: There's a big difference between being spoiled and being a spoiled brat.

## Viva La Causa

by Peter Garza

Last February 26th the Gary Board of School Trustees held their regular monthly meeting at Ivanhoe School in Gary. The board consisted of 5 Gary school members. Among the 300 spectators at the meeting were approximately 130 concerned Latins, headed by Carmillo Melendez.

The group of concerned Latins had previously requested to be on the regular meeting agenda. The meeting proceeded as usual with the reading of the minutes, but before the speaker had a chance to get a good start on the reading he was interrupted.

The Latin demonstrators rose in defiance and angrily accused the Gary school board of not displaying a flag to face when reciting the Pledge of Allegiance. This action took the board completely by surprise, which was why they just sat there opened-mouthed and awe-struck while the 130 Latinos rose proudly and rebelliously said the Pledge of Allegiance. Afterwards a generous amount of time was given to needless hassling and arguing, mainly between the concerned Latins and Mr. John Howard, who also seemed to be the main spokesman for the board. After the last desperate attempt by the chairman to call the meeting to order, the first of four Latin speakers took the floor and held it with no chance of anybody taking it away.

The talks given by the four speakers conveyed their message in no uncertain terms. Excellently put together and given with such force and strength, they repeatedly brought the assembled minorities

to their feet standing and cheering. The talks and primary concern with the whole confrontation of the people involved centered around five main topics of discussion which were as follows: 1) that there be more Latino teachers, 2) that there be more Latino counselors, 3) the introduction of some kind of bilingual program for high school students, 4) creation of Latin studies which are so badly needed for the benefit and avid interest of the growing number of Latino students and 5) the reinstatement of the unjustly fired Latin teacher, Mr. Mejia who formerly taught at Lew Wallace High School. One of the many highlights of the meeting came when a spokesman for the concerned Latins questioned the integrity and moral scruples of one of the board members who happened to be Latin also. Mr. Joe Torres' reply came when he, without hesitation, stepped off the stage and joined his fellow countrymen to ask the board from his newly claimed standpoint "to just hear them out." The meeting soon after ended just as abruptly as it had started with the sudden upheaval of the Latin congregation rising and marching out of the Ivanhoe School auditorium, chanting, "We'll be back, we'll be back, we'll be back." Since this meeting two more have taken place similar in performance and conquest. In trying to extract more information from concerned Latin affiliates on the outcome of past meetings, future prospective confrontations and viewpoints there appeared to be much secrecy and holding back of information which is understandable.



# COME INTO MY WORLD...

## SHARE MY THOUGHTS



### I Give to Thee

by Toni Sablich

I want to give thee — a beautiful  
day (for what more could you  
want than sunshine)  
I give to thee — life; through a  
tree and simple verse of  
prose.

I give to thee — the sweet sounds  
of a piano; as the music  
echoes from the keys.

I give thee — new sight; so your  
eyes may meet the forest.

I speak to thee — in phrases and  
argue in tones of anxiety.

I have no need for  
money nor possessions,  
yet I hold the key to  
happiness and smiles.  
May I give you this, for  
with very few I share;  
yet you are one for,  
all the love I have  
to give —

I give to thee.

### UNTITLED

by JMF

Abe Lincoln, you were a great  
man,  
If for nothing else, you were the  
tallest in the land.  
Your various jobs done with  
great hands,  
No doubt you had to take many a

forceful stand,  
As Senator you were canned,  
As President you were grand.  
Mr. Lincoln, taking nothing from  
your life at all,  
But why didn't you play  
Basketball?



Photo by Ken Harper

### untitled

by: Toni Sablich

A mind of power  
and imagination of  
an infinite form;  
yet ignorant.  
Why must we look  
through eyes of doubt;  
for only then does  
fear creep in, to stifle  
thought.  
The one thing which  
every man loses  
is simplicity and  
a valued belief.

### Nothing Is Visual To Me

by Katherine Louise Massa

Forty days and Forty nights,  
No sleep has come to me.  
I know not the meaning of it,  
At least it's not visual to me.

The days may come and go.  
The nights may pass real slow.  
I know not when they pass,  
At least it's not visual to me.

A bird may fly around me.  
A squirrel may scurry by.  
But I will never know it.  
At least they're not visual to me.

I wish for one, I'd see the sun,  
Or walk by the moon light,  
But since birth I've had this  
handicap,  
And nothing is visual to me.

### Untitled

by Katherine Louise Massa

An ace of spades, a jack of  
hearts,  
Two cards together, that's a start.  
A boy of black, a girl of white,  
Two colors together, many  
people in fright.  
The love grows dearer,  
A marriage planned.  
Two lives turn to one, only past is  
scanned.  
A child is born, the parents glad.  
Two people together, make the  
world mad.  
Why does it bother people so,

When different races combine?  
The answer is hidden, far back  
Will it ever unwind?  
Maybe whites refer to blacks as  
slaves,  
But this is no longer so,  
Why do people interfere,  
In this relationship, I'll never  
know.  
If whites were meant for whites,  
and blacks for blacks to marry.  
Don't you think they'd have  
separate worlds,  
For which each would live fairly?

### The Great Hope by Shirley Brown

I have Hope!  
I have the energy of youth  
the strength of experience  
an open heart  
and an active mind  
I have the sense to doubt  
the resources to investigate  
the conviction to believe

and the ability to pray  
This is and must be my philosophy  
I acknowledge the pain that must come  
regret the pain that I cause  
I am thankful for what I contribute  
and measure of what I gain  
I am proud to be alive!  
and I have Great Hope

The Thirteenth Amendment Is Worthless!!



A typical migrant family. by Sue Rosenfeldt

(Editor's note: the opinions expressed on this issue are not necessarily held by the entire Nexus staff.)

Today there are conditions as pictured above where five or six families are forced to live in a one room shelter for a temporary house. These people have only one faucet to share among them for all of the washing, cooking, bathing, and drinking. The same restrictions apply to their one stove. Blankets are hung to separate the living quarters for the different families. Don't believe it? You better believe these sad, but true facts, because they are as real as you and me and they are taking place only twenty-five miles from here!

Recently, the Nexus staff met with Ray Olivas. Ray used to live in these conditions because of what he was: a migrant farm worker. He is now devoting his time to the United Farm Workers and working his hardest to rectify these deplorable conditions.

A migrant farm worker is a person who travels, with four or five other families, to farms (growers) who hire them to harvest their crops. The contractor, or so called middle man, arranges for his workers to live on farms. The contractor usually travels with a group, stays there until the harvest is over, and then goes back to his home while the workers go somewhere else to slave some more. A California grower said, "We used to own slaves, now we just rent them."

Mr. Olivas spoke to me about the main problems that exist. One is the issue of child labor. For a migrant farm worker to make a living, he has to have his children out in the fields. This means the kids can't attend school. The child labor laws, along with the voting laws, don't apply to these people. They run into a block when they find they aren't ever considered a resident of any state because they are never there long enough.

The Senate Subcommittee on Migratory Labor states: "In California, one fourth of the farm labor is done by children under 16. Farm workers are killed in accidents at a rate 300% higher than the national rate and they are not covered by Workmen's Compensation." They also have no pension, social security, unemployment, or welfare benefits. Their old are forced to travel with their family workers until they die. (The life expectancy for a migrant worker

is 49 years). Many times the workers are fed very little food at all. Their usual diet consists of powdered milk and powdered eggs. Regular milk is consumed about once a week, and a meal with meat is a rare luxury.

These two problems were avoided with the 1970 contracts. During the next three years, workers could send their children to school. They began earning four to five thousand dollars a year. (They previously made only twenty-five hundred dollars.) Life was finally worth living. But since 1973, when the contract expired, the conditions have grown worse than ever before. Soon after the expiration, the United Farm Workers formed picket lines in La Mont, California. Amidst 1000 people, a car drove by, shooting at the crowds and killing two workers. The assailants were believed to be Teamster Union members. Because of the severity of the violence, Cesar Chavez called off the picket lines.

Mr. Olivas told me the reason the workers earn so little is because of the middle man. He does pay the workers for their finished crops, but from this payment he deducts transportation costs, and any other expenses the contractor may encounter. They are very well off, Mr. Olivas added, and able to buy trucks, buses, and large homes for their families. Del Monte, Birds Eye, and

Purina are all within this immediate are (Calumet) and guilty of treating these workers in such ways.

Gallo winemakers is another very large grower who the workers are effectively hurting. When grapes are picked, they are sent to England as table grapes. In England, the dock workers are helping the farm workers by refusing to unload the grapes. Therefore they are sent back to California where Gallo is forced to buy them at a cheaper cost because they are rotten by then and can only be used in wines. Gallo is also a grower, though, and he loses a great deal of money.

Pictured, you will find an illustration of which wines to buy and which to boycott. Ray Olivas came to Purdue to get your help, so any food, clothes, or other articles which may help these people will be greatly appreciated. You can drop them off at the Nexus office any time. Please help these workers. They are the ones who make America the best-fed country in the world. And they are the ones who are going hungry. They aren't asking for much-only the rights of any American citizen. And one of the rights is defined in the Thirteenth Amendment. No man shall own or possess a slave. These persons are citizens, and they deserve all of the rights that go along with citizenship. Let's not deprive them of these freedoms.

BOYCOTT

Gallo

Gallo Boone's Farm  
Paisano Spanada  
Thunderbird Tyrolia  
Carlo Rossi Ripple  
Eden Roc Andre

Red Mountain

\*Also, any wine which says "Modesto, California" on the label is Gallo. Gallo does not appear on all labels. Gallo is the only wine company with headquarters in Modesto.

Guild

Winemaster's Guild Old San Francisco  
Tres Grand Parrot V.S.  
Cooks Imperial Director's Choice  
Roma Reserve Guild  
Cribari Reserve Tavola  
Jeanne d'Arc Mendocino  
La Boheme Famiglia Cribari  
Ceremony Garrett  
Versailles Alta  
Cresta Blanca C.V.C.  
Saratoga Virginia Dare  
J. Pierot Lodi  
Guild Blue Ribbon La Mesa  
Roma Ocean Spray Cranberry Rose  
St. Mark Vin Clogg (Parrot & Co.)  
Citation

Franzia

Table Vermouth  
Dessert Louis the Fifth  
Sparkling Private labels  
\* Also, any wine which says, "made and bottled in Rippon, California." All Franzia products have #BW3654 on the label.

Boycotts have been an essential part of past farmworker victories. To help protect farmworkers rights

DON'T BUY THESE LABELS.

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Zapple Margo  
Sangrole Greystone  
Inglenook Cella  
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Petri Vai Bros.  
Santa Fe Betsy Ross  
Mission Bell Italian Swiss Colony  
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Almaden

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SUPPORT THE FARMWORKERS

## "The Three Musketeers"

by Sue Rosenfeldt

When was the last time you went to a movie (plays, concerts, and operas don't count) and found yourself not only applauding at the end, but loudly cheering for the hero?

I am no professional, and I don't claim to be, but when it comes to movies, I've seen almost all of them. Being a girlfriend and living in the Calumet area, leaves me little choice. I can't tell you about all the technical aspects, the cinematography, editing, directing, producing, or the choreography of the movie because I don't know what they are. All I know is that I dare anyone to go see it and not laugh once. It is rated GP and that would automatically turn me off, but it was the only movie we hadn't seen. It stars Oliver Reed, Raquel Welch, Michael York, Charlton Heston, Raquel Welch, Faye Dunaway, and Raquel Welch. This movie is really great.

I enjoy a movie which entertains me, and doesn't leave me grossed out, embarrassed, bored, or educated. This movie

has only an insinuation of sex, only the gore of sword stabbing wounds, only the boredom when I blinked, and only the education of how they pulled teeth in those days.

The story is about this clod who tries to get into the Musketeers. He is told that he must do some courageous act. Meanwhile, back at the palace, the queen is having an affair with the Duke of Buckingham, and gives him her best diamond-studded necklace given to her by the king, so the Duke will remember her. The king is informed of this and decides to trap her by telling her to wear them at the next ball. But she is unable to do so because Duke's got 'em. Raquel, who is a close dressmaker of the queen's, lets the clod in on his big chance. She does this as he is her extramarital lover. His perils along the way are hilarious. The best part is the end, which I won't tell you about. When I went, there was applause, cheering, whistling, and laughter from the audience.

Anybody who misses this movie is really missing a good time. A good good time.

## Another Source of Aid

Over 650,000 young people 18 to 22 whose mother or father has died, retired, or become disabled get monthly social security checks to help them attend school, according to William H. Rednour, Jr., district manager of the social security office in Hammond.

"These checks," Rednour said, "help full-time students continue their education at a time when family income has stopped or has been reduced due to the death, retirement, or disability of one of the parents who worked long enough under social security."

A recent study of students getting social security checks showed that 66% were enrolled in college, 26% were attending high school, and 8% were enrolled in vocational or technical schools, Rednour said.

Checks to young people normally stop at age 18, but full-time students who remain

unmarried can get checks until they are 22. Students who have not earned an undergraduate degree by the time they reach age 22 can get checks through the month the semester or quarter ends. \*

Earnings from summer jobs can affect the monthly payments of students who get benefits from social security, Rednour added.

"Over 4.5 million young people under 22 get monthly social security checks as children of retired, disabled, or deceased workers," Rednour said.

"Many of them will spend the summer vacation working. In some cases, this work and earnings will affect their social security benefits."

The amount young people earn at summer or part-time jobs will cause a reduction in social security payments if their total earnings for a year are more than \$2400, according to Rednour.

"But even if they earn over \$2400, they can get their social security payment for any month in which they don't earn more than \$200 or perform substantial services in self-employment," he said.

Most students won't earn over \$2400 from a summer job, Rednour said. "But if they also work part time during the school year, their earnings may be more than \$2400 during the year," he said.

Students getting social security checks will have \$1 withheld for every \$2 earned over \$2400 for the year, Rednour said.

"Summer workers and other people who get social security benefits and who know their earnings for the year will go over \$2400 should notify social security as soon as possible," Rednour said. "Refunding overpayments to social security at the end of the year can mean a financial hardship."

## Movie Orgy Rides Again

Get your pillows, blankets, and popcorn ready and be prepared to see some of the most incredible moments from your childhood splatter onto the movie screen as **Movie Orgy Rides Again!!** comes to Purdue Univ.-Calumet Campus. The 3 1/2 hour blast from the past, sponsored by the Jos. Schlitz Brewing Company, will be shown Tuesday, April 16 in the Alumni Hall, starting at 1:00 p.m. Student Activities Bureau is presenting the nostalgic extravaganza here and Schlitz is paying the bills, so admission is free.

**Movie Orgy Rides Again!!** features a fantastic assortment of film clips of some of your all-time favorites as they appeared in TV shows, movies, commercials and cartoons from that wonderful period of the

Fabulous Fifties and Super Sixties. You'll also thrill once again to some of those countless monster and science-fiction sequences that you well remember, but have tried so hard to forget.

The Schlitz-sponsored Movie Orgy is currently in its fourth successful year of touring college campuses across the country. Lovers of past Movie Orgies will have their minds blown again as the new version, complete with some of the unbelievable segments from the last one, catapults them into yesteryear.

So lay off the books for a few hours and take a journey into the past and recall some of those moments that you used to hurry home from school for or got up early on Saturday mornings to watch, as **Movie Orgy Rides Again!!**

BILLY JACK

Tonight

Mon. April 15

7:00 pm and 9:30 pm

Alumni Hall

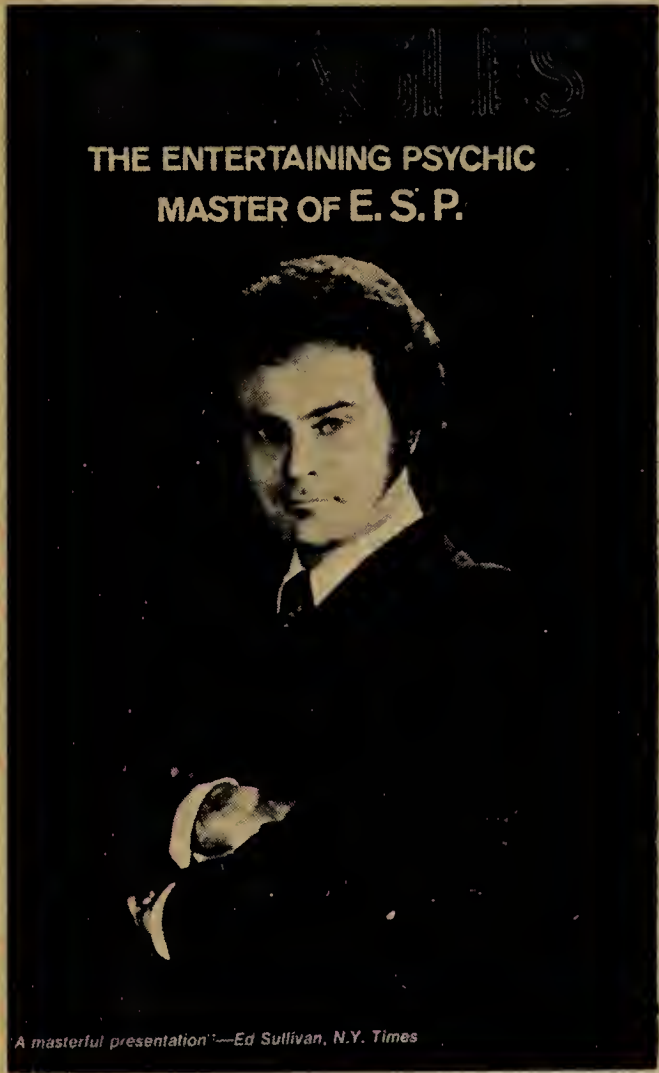
## ARTS

APRIL  
15 - 21



FESTIVAL

# The Master of E.S.P. comes to Purdue-Cal



Tuesday evening, April 16th at 8:00 p.m., brings Gil Eagles to P.U.C.C. Advance ticket sales begin 9:00 a.m. Monday April 15 and Tuesday April 16. \$1.00 for students with activities pass. \$2.00 for others. Tickets will also be sold at the door.

Gil Eagles is billed as "The Entertaining Psychic" and avoids the great psychic phenomena controversy now in progress. This new science is still in its infancy and Gil Eagles desires to entertain, which is a side product of Gil's showmanship. The psychic phenomena is being studied very seriously by leading scholars in North Carolina, California, New York and throughout the world.

Commander Edgar Mitchell is the first psychic to visit the moon and there experimented with Earth communication from the moon. The Russians claim to have advanced the study of thought transference through E.S.P. There are machines on the market today to assist persons in their every day practice of E.S.P.

Gil Eagles is aware, very much aware of this new phenomena. He does not indulge in strange experiments, since he feels his first premise is in the entertainment field. However, this does not deter him from becoming involved with hypno-therapists, para-psychologists and medical and psychiatric professionals, to help advance this new science that is rapidly maturing and becoming center stage.

Gil Eagles demonstrates para-psychology, telepathy, clairvoyance and hypnosis. Millions have been amazed by his

thought perception and suggestibility.

Born in Tanganyika, East Africa, he speaks Swahili fluently. It was while still in Africa that Gil first began to realize his clairvoyance and there experimented with the natives. Gil continued his education in London at Christ College where he majored in psychology. This was the beginning of Gil Eagles as we know him today.

His unique talents and his natural showmanship have met with overwhelming enthusiasm.

Gil Eagles is presently touring colleges nationally and appearing on local and national T.V. shows.

Among his other activities, Gil has met with phenomenal success writing and adapting his abilities to the industrial and trade show markets. In recent editions of the National Entertainment Conference Newsletter, a publication directed to colleges all over the United States, some of the comments are as follows: State University of New York-Oneonta- "DYNAMITE! Audience went crazy", (reported by director of student activities); Broome Community College of New York- "Simply amazing!"; Ed Sullivan says- "A masterful presentation". To quote Variety, "Mr. Eagles quick wit and pleasing personality adds charm to his amazing mind reading demonstrations", and the London Times described his show as "Incredibly staggering".

The February 22, 1974 issue of Performance, the weekly talent booking guide described the

National Entertainment Convention in Houston, Texas, "the biggest yet". Over 2,000 college buyers attended. To quote Performance Magazine, "On the positive side, Monday's showcase, offering the most diverse lineup of the convention, drew good response throughout. The surprise hit was psychic Gil Eagles, who drew the only standing ovation of the night for his mentalist tricks."

To, further demonstrate Gil Eagle's versatility during a recent engagement in Kingston, Ontario under the auspices of City Police Constable John O'Connor, Gil Eagles was blindfolded and handcuffed to the steering wheel of a late model car and drove around the race track and over an infield obstacle course with two representatives of the news media in the back seat, their red crash helmets in sharp contrast to their ashen faces.

Besides colleges, trade shows etc. Mr. Eagles is doing work at shopping center malls, where his promotional genius attracts tremendous traffic.

A new field for Gil Eagles is the current demand for communication clinics where Gil demonstrates his E.S.P. and helps students to develop their psychic powers.

Gil has been known to perform non-stop for hours and then ceases his performance only when his audience tires. His demonstration at Purdue-Calumet will be 2-3 hours.

Gil is presented by George Dauman and Ed Lester of the management firm of Lester Productions in Rockaway, New Jersey.

## What are you doing about the energy crisis?

David A. Kalinka  
Arizona, New Mexico, Utah, and Colorado meet in an area called Four Corners. Here, six fossil fuel power plants are in operation. Much of the coal they burn comes from strip mines, like the one in Black Massa, Arizona, which produces at the rate of 500 tons per hour. Airborne pollutants shower the surrounding area. For example, the four corners plant at Fruitland, New Mexico, which generates power for Los Angeles, belches out these pollutants at the rate of 55 tons per day, sulfur dioxide at 237 tons per day, and nitrogen oxide at 240 tons per day. Technology does not exist to reduce sulfur dioxide or nitrogen oxide emissions sufficiently in the near future. Here, in a microcosm, is seen the environmental cost of most generation: disruption of the earth, resource depletion, and pollution. In spite of this the United States continues to be the first of the Big Spenders of Power. With only 6% of the world's population, we consume 35% of the energy; and the more you use the less it costs...thus promoting excessive

consumption, especially by large industrial users.

One thing the people need to learn about the environment is that it represents a constraint on what we can do. When we look at these curbs in the growth of electric power, the power companies and many other people say we have got to keep on. However, the reason why our electric power consumption keeps going up exponentially is that so far it has not been coupled to the dwindling source of fuel and to the rapidly rising impact on the environment. There is no such thing as non-polluting power, even if it causes no radiation, as in the case of nuclear power; or chemical pollution, as in the case of burning fossil fuels.

All power ends up as heat. Take for example a self-cleaning oven: the purpose of the oven is to cook things, but when you pour more energy into the oven to burn out the food, you are trading off the job of cleaning the oven yourself for polluting the air. Also, take the flip top on cans: it takes three times as much energy to put a flip top on a can, thus

causing three times as much pollution to be forced into the air we breathe. Even the Navaho Indians in the Southwest are having their air polluted in order to produce power that the people of Los Angeles consume, and this is the kind of trade that is involved everywhere.

America was the refuge of the tired, the homeless masses, and the have-nots from other lands. The quick money men skimmed off the fur, gold and timber, but most pioneers came to stay on land they could call their own, to have it, to hold it, and to farm it. They faced extraordinary hardships. In 1859, 30,000 settlers gave up on Kansas, when a drought wiped out their crops. Hardships were many, but they were endured for a reason...for a better tomorrow, and for a proper home later, that would be worth something. Material progress was an understandable preoccupation. For the settlers who stuck it out there were many potential rewards, as towns gradually sprang up...many a

man grew rich as civilization followed and his land became more valuable. Growth was an undeniable good. More people meant more markets and more money.

The behavior patterns learned in one circumstance always tend to persist long after the circumstances change. The change from the 19th century is a reversal—we now have an abundance of people and labor and a scarcity of cheap natural resources, but the attitudes that prevailed in the 19th century still persist today.

The environmental crisis represents a huge debt we have run up against nature, by destroying the environmental systems that support us and everything we do. Now that debt has to be paid and we pay through the economic system. Our economy is based on extracting goods for private use and profit. The environment, in fact, and all of our resources are a social good.

As a nation we have a lot of bad habits, we have super-duper gas-guzzling auto engines, self-cleaning ovens, and self-propelled gizmos of all kinds. We guzzle electricity and promote its excessive use by rates that charge less the more you buy, even though making electric power depletes our resources and pollutes our air. Our way of life grew out of the frontier, which had many resources and few people. Resources once seemed limitless and their excessive use is built into our life today. We now face increasing numbers of people, dwindling resources, and an environment that is severely polluted. But we are still the first of the big-time spenders!

## Promotions announced

Congratulations are in order to the following people, who have just received notification of their promotion effective with the beginning of the 1974-75 year.

The following are promoted to full Professor: Joyce A. Ellis, Dorothy E. Johnson, Robert E. Nichols.

The following are promoted to Associate Professor: Lee R. Goodman, Mahavir Jain, Sin-Ban Jen, Thomas R. Koenig, Donald R. Kurtz, Rose E. Ray, C. David Rose, William H. Smead, Eileen C. Zacher.

On behalf of PUCC Nexus staff our best wishes and heartiest congratulations go to all of these deserving promotees.

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The Pioneer PL-120 turntable offers precision performance at a modest price. Consider: a Hysteresis Synchronous motor, belt drive, anti-skate, and a very smooth cue. You can expect near professional results with the PL-120 used with the Shure M-91ED cartridge with its diamond elliptical stylus.

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## New reading courses announced

Two new English reading courses, Study Skills and Vocabulary, and Reading for Comprehension, may be offered at PUCC this fall, it approved by Lafayette. Study Skills and Vocabulary may be offered as early as this summer.

The courses will be of special benefit to those students whose college entrance test scores show their need for reading practice, larger vocabularies, and better study methods, although Prof.

J.S. Tuckey, Chairman of the English Dept., believes that the courses would be beneficial to all students.

Each course will be one credit hour, consisting of lecture hour and two lab hours. They are supplemental to English 185, Developmental Reading.

English 183, Study Skills and Vocabulary, will devote half of the course to building vocabulary with emphasis on the components of words. The other half will concentrate on library usage and

study methods.

Reading for Comprehension, English 184, will help the student develop good reading techniques and improve comprehension. Both courses will make use of audio tapes and reading films in the labs.

Prof. Tuckey feels that these courses will be of value, since reading can be improved through instruction and practice and good reading skills contribute to a high level of achievement in all college studies.

## Retirement Issue Raised

The following memorandum has been sent to Prof. R.S. Weisler, Chairman of the Faculty Affairs Committee. It presents a matter which is important to the university as a whole, written by an author who would prefer to remain anonymous. The writer is a senior faculty member and retiree.

Purdue's compulsory retirement age at 65 has for some years been a matter with which the writer and other faculty members at the Purdue University Calumet Campus do not agree.

Investigation has revealed that Indiana University, Northwest Campus, in Gary and St. Joseph's College (Calumet College) in East Chicago for some years past have both extended their compulsory retirement age beyond 65 years of age. Indiana University has in fact extended its compulsory retirement age system-wide. Purdue University has not. We at the Purdue University Calumet Campus know of no reason why the same extension should not be permitted at this school, now that we are about to become autonomous.

At Indiana University in Gary and St. Joseph's College in East Chicago all full-time faculty members holding the rank of assistant professor and higher are eligible for annual re-appointment after age 65 until

they reach the mandatory retirement age of 70. They have the option of retiring at the age of 65 or earlier, if they so wish, or of continuing on a yearly basis to age 70.

Many faculty members at this school feel strongly that the same yearly extension of the retirement age to a mandatory retirement at age 70 is long overdue at the Purdue University Calumet Campus. We feel that now when autonomy is an accomplished fact the mandatory retirement age should be changed to age 70 as soon as possible.

The writer and his colleagues request that this matter be presented to the Faculty Affairs Committee before the end of the present academic year and that serious consideration be given by the Faculty Affairs Committee to rapidly bring about this extension of the retirement age. A campaign by the Faculty Affairs Committee to get such an extension under way (in keeping with the much fairer policies of our sister schools in this area) is entirely in order. At the present time retirees at the Purdue University Calumet Campus are being shortchanged.

It is hoped that direct action will be taken by the Faculty Affairs Committee in this matter. Such an action is not only positive and very worthwhile, it is something that should have been accomplished long ago.

## Train to Purgatory

by Jim Healy

I was sitting on the train at the station outside of the Peary Gates. Most of the seats were taken and I was certain we would be leaving soon. One of the last passengers to board was a distraught, very elderly lady. She was sobbing and seemed confused. I stood and offered her the seat next to mine. She sat down, took a deep breath, and tried to smile. "So this is the train to Purgatory. I hope it isn't a long journey. I've never liked trains."

"Oh, I'm sure it'll be a short trip. Much shorter than the one those poor souls are taking," I said, pointing to the train on the next track, the one-way express to Hell.

"How long do you have to stay, young man, in Purgatory, before you can come back to heaven?"

"Thirty years," I replied, suddenly becoming gloomy. "I was a sex maniac."

She almost fell out of her seat and I quickly added, "Don't be alarmed. People lose interest in that when they die, you know."

"Oh, I'm not afraid of you. I was just surprised that you only received thirty years. I was given four hundred years and, frankly, I've never sinned in my life. I don't understand it, but Saint Peter said there was no mistake. Four hundred years for Miss Nellie Arthur. That's me. And I'm the only Nellie Arthur that has passed away today."

"Strange, very strange, but God is hard to understand. I must admit that I expected more than thirty years. Four hundred years! You must have done something?"

"No, I haven't, honest. I've led a

perfect life. Went to church every Sunday and every Wednesday. Played the organ for the choir. Gave ten percent of my income from the library to charity. I was a paragon of virtue. A virgin all my life."

"Now, that's a sin. At least I think it is. Unfortunately, God and I don't see eye to eye on that."

"Don't make fun of me, young man. Every Christmas, I baked cookies for the poor and I never said a harsh word to anyone. I supported my poor father in his old age and I buried him at my own expense forty years ago. And gladly, too. It didn't matter to me that he didn't have a cent of insurance. And I was on the board of directors of the humane society. I loved animals. Kept cats all my life. And took good care of them, too. I fed them the best cat food money could buy. Tunatish, and chicken, and liver."

"That's it, Miss Arthur," I interrupted. "That's the reason you got four hundred years. Your cats. Do you know something — and I guess you don't — every day, while you were feeding your cats chicken, and tunatish, and liver, twelve thousand people starved to death. That's how many people starve to death everyday. You know why? Because there isn't enough food in the world. God knows that, and he saw you feeding cats while people starved to death. Shame on you. No wonder you got four hundred years. Lady, if I weren't a gentleman, I'd get right up and take another seat."

I didn't speak to her for the rest of the trip.

EXTRA!!! EXTRA!!!  
READ ALL ABOUT IT!!!  
PARTY TAP CHUCKLES!!

Mary Jane's sister, DYNAMITE, was caught streaking by the dimples of her butt locks by sunglassed super cop. It was reported that they were singing WHEN YOU'RE HOT YOU'RE HOT

## Chem department provides research facilities

by Linda Cook

A one-semester course at PUCC called Chm. 499 provides opportunities for students to research projects. Dr. Alan Roebuck, Chairman of the Chemistry Department, says the excellent and adequate facilities are used by the students in research as well as the students in regular classes.

Chm. 499 is a special projects course open to juniors and seniors. According to Dr. Roebuck, it is unfortunate that there are no special research

facilities and laboratories for the Chem. 499 students to use. They must work at the same time as other chemistry labs are being held.

Since there is no special laboratory for the students and their materials, they do not have enough time to devote to all the research they wish to do. The students have to organize their

own projects and set up the equipment they need. This, too, takes up their lab time.

It is not feasible for the Chemistry Department to build new laboratories and to buy new equipment. Dr. Roebuck says the cost could range between \$100,000 and \$200,000, and there are not enough funds to cover such an amount at this time.

## "Advisors" from 5

while there is ample time for individual help and attention.

The Academic Advising Center, located in G147, will be open fewer hours during the break between spring and

summer sessions, but will increase hours once the summer session and period of advanced registration begins.

The Center strongly urges all Community College, temporary,

and non-degree students who have not already done so, to come in and make out their schedules now. According to Kays, "we're here and available and it's an awfully good time to come in. We have time to plan your next year and the future."

Porter, a local color writer of Indiana, has been classified as a romanticist. Stantfield's work will show that she was a predecessor of naturalistic fiction.

Among the books that Porter wrote was the novel Freckles (1904), which sold nearly two million copies.

## Stanfield to publish

by Joy Sells

Assistant Professor of English John J. Stanfield of Purdue North Central is writing a book on Gene Stratton Porter, local colorist.

The book will be published by the Twayne Publishing Company.

According to Professor Stanfield, Porter has been overlooked by many critics.

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Want some pickle-  
relish? I love you.  
Sue.

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# GRAPES OF WRATH: 1974

by Gloria Contreras

On March 22, 1974 some members from the Nexus staff attended a United Farm Workers Union Teach-In sponsored by the Boycott Committee of Indiana. Derrick Malis, a teacher at West Side, began by explaining the purpose of the Boycott Committee and the Teach-In.

The goal of the Boycott Committee is to inform the people that the United Farm Workers is a labor union, but they lack union recognition from the growers. The Boycott Committee wants to help the UFW to win union recognition.

Many of the farm workers have gone across the country to tell of

their plight once again and to organize boycott committees throughout the United States. Ray Olivas and his family have come to Indiana from California to spread the news of their misfortune, and hope to receive public support from the Calumet Region and all other parts of Indiana. Ray Olivas has been in Indiana five months and he has succeeded in setting up forty-five Boycott Committees across the state.

Mr. Malis introduced the film "Si Se Puede—Yes It Can Be Done" and added that Ray Olivas would give a key note speech afterwards.

The film was most informative

and explained the farm worker movement and life of the farm worker. The poverty-stricken farm worker has found life very difficult. In 1962 there was a new hope for a better life. Cesar Chavez, a farm worker all his life, organized the United Farm Workers of America. Priorities for improvement such as setting up educational programs, elimination of labor contractor system and the establishment of strict pesticide controls were being brought to the attention of the growers. Farm workers then went on strike and advocated boycotts and secondary boycotts. With the support of the American public, the growers were

pressured to sign contracts with Chavez. In 1967 the UFW gained union recognition. Five years later (in 1973) the Union lost all representation because the growers signed 180 contracts with the Teamsters, who claimed to be the legitimate bargaining agents. The UFW felt this was untrue and they wanted a democratic election. The growers refused it. Now the farm workers are in the same position they were in 1965 and centuries before: without a union or representation.

Ray Olivas is asking for public support by boycotting Gallo Wines, California table grapes, and iceberg lettuce not bearing the UFW label. You can also

support the UFW by honoring farm worker picket lines at Jewels Food Stores.

Ray Olivas has sponsored teach-ins in East Chicago, Gary and other parts of Indiana. The Boycott Committee will be more than glad to plan a UFW teach-in. To have the UFW effectively supported and in turn get positive results, they need your cooperation. If you are interested or have questions concerning the United Farm Workers of America, please contact Ray Olivas at 833-0660 or in Gary on 716 Jefferson Street. Your donations to support UFW are welcomed.

## Talk On U.F.O.s Given

by Linda Preston

Skunk apes? The Bermuda Triangle? Loch Ness monsters? What do these things have to do with UFO's?

These are some of the related topics covered by Mr. Larry Ciupik of the Adler Planetarium in his lecture, "The UFO Experience," April 3rd at P.U.C.C.

Ciupik, who studied and worked under Dr. Allen J. Hynek at Northwestern University from 1966 to 1970, used a number of slides to illustrate his lecture. Some of the slides were obtained from Dr. Hynek whom, Ciupik says, has had more experience with UFO research than anyone alive. Others are from the Planetarium's collection of which

Ciupik is curator.

Ciupik dealt mainly with the most interesting UFO reports. These included close encounters in which people have been directly involved, physical effects have resulted, or sightings have been at close range.

According to Ciupik, one source of his information is the Planetarium, which receives several calls almost every day from people who have sighted UFO's.

Many of the reported sightings can be explained in a few minutes and may be nothing more than the moon.

"Some people don't know the moon comes out in the daytime,"

he explained.

Ciupik believes many of the remaining reports cannot be explained adequately simply due to a lack of communication between scientists and laymen, but that there is always a "residual" which has no natural explanation.

Of UFO's, Ciupik says, "Yes, I believe they exist, but I don't think they are of extraterrestrial origin. However, as yet we have no scientifically complete basis to answer yes or no."

At present, the sandy-haired young man is teaching classes from fifth grade to adult level at the Adler Planetarium. He also serves as an instructor for the Chicago Board of Education's

Gifted Student Program and teaches a class in cosmology for the Office of Continuing Education at P.U.C.C.

While doing his graduate studies at Northwestern, Ciupik worked directly under Dr. Hynek as a teaching assistant.

He also spent a summer as a research assistant at the Corralitos Observatory in New Mexico. On a project funded by a grant from the National Science Foundation, Ciupik searched the moon for transient events and sought to discover supernovas (stars which are exploding and can be seen for the first time).

This lecture was the fourth in a series of eight presented by the Office of Continuing Education in its 1974 Public Lecture Series.

## Dr. Hynek to focus here

Dr. J. Allen Hynek is an internationally known authority on UFO's who, since 1960, has served as Professor of Astronomy, Director of the Dearborn Observatory, and Chairman of the Department of Astronomy, Northwestern University. He is Director of the Lindheimer Astronomical Research Center, and chief investigator on several research contracts between Northwestern University and outside agencies.

Dr. Hynek received his Ph.D. from the University of Chicago in 1935. He taught at Ohio State University from 1936 to 1960 progressing from an instructorship to Professor and Director of McMillin Observatory. In 1941 he was an instructor in the summer school programs at Harvard College Observatory. From 1942 to 1946, he was on leave to the Applied Physics Laboratory, Johns Hopkins University, as Supervisor of Technical Reports. He also contributed to the development of a radio proximity fuse. In 1954, Dr. Hynek led an Ohio State U. Eclipse Expedition to Iran. When, in 1956 to 1960 on leave from Ohio State University, he was named Associate Director, Smithsonian Astrophysical Observatory, and head of the Section of Upper Atmosphere Studies which included the Optical Satellite

Tracking Program of the Observatory. He was in charge of setting up 12 satellite observing stations around the world . . . India, Iran, Spain, South Africa, Japan, Hawaii, Australia, Peru, Argentina, Dutch West Indies, Florida, New Mexico.

From 1956 to 1960 Dr. Hynek was Visiting Lecturer in General Education and in Astronomy at Harvard University. In July of 1963, he led an eclipse expedition to Moose River Crossing, Ontario, Canada, pictures from which appeared in LIFE and NATIONAL GEOGRAPHIC magazines. From 1953 to the present, he serves as scientific consultant to the Air Force on UFO's.

Publications include numerous professional journal articles as in ASTROPHYSICS (editor and contributor), CHALLENGE OF THE UNIVERSE (sponsored by NASA, intended for high school students), CURRENT SCIENCE, section on Unidentified Flying Objects in current Encyclopedia Britannica, PLAYBOY magazine (Dec. '67), and POPULAR PHOTOGRAPHY (March '68).

Dr. Hynek will speak at P.U.C.C. 8 p.m. Tuesday, April 23, in Gyle 103. Sponsored by Lecture and Assembly Com. Free for students. Others 50 cents. His topic THE CONDON REPORT ON UFO's.

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# WHAT'S GOING ON ??

## APRIL

15 - OPENING TEA, 12-noon, Formal Lounge.  
 15 - ARTS FESTIVAL OPENS, 12:30 - 5:00, SFLC LOUNGE.  
 15 - 2:00 p.m. POETS, Alumni Hall.  
 15 - MOVIE, BILLY JACK, 7 and 9:30 in Alumni Hall.  
 16 - 9 a.m. - 5 p.m., ART AND LITERARY SHOW, SFLC LOUNGE.  
 16 - 8:00 p.m., GIL EAGLES, ENTERTAINING PSYCHIC in Alumni Hall.  
 17 - 9 a.m. - 5 p.m., ART and LITERARY SHOW, SFLC LOUNGE.  
 17 - 12-2, JAZZ-MINI CONCERT, THE COACHMEN in the OAKEN ARBOR.  
 17 - 7 & 9:30, MOVIES, CASABLANCA & PLAY IT AGAIN SAM in Alumni Hall.

18 - 9 a.m. - 5 p.m., ART & LITERARY SHOW IN SFLC LOUNGE  
 18 - 11 a.m., OLD TOWN CRAFTSMEN, SFLC CONCOURSE.  
 19 - 9 a.m. - 5 p.m., ART & LITERARY SHOW in SFLC LOUNGE.  
 19 - 8 p.m. COFFEEHOUSE in Alumni Hall.  
 20 - OPEN HOUSE, all day, all welcome.  
 21 - PIANO RECITAL, PROF. GILBERT FISCHER.  
 MAY 1-2-3 YEARBOOKS GIVEN OUT, SFLC INFORMATION DESK, 3 ACTIVITIES, Banquet at Sherwood Club in Schererville, Ind., Band "SAVE"  
 4 - CLASSES END  
 6 - FINAL EXAMS BEGIN  
 11 - FINAL EXAMS END

## The Greek Column



## Theta Phi Alpha

Condes' served dinner to sixty people at Theta Phi Alpha's Mother-Daughter Banquet on March 31st. The reason for this annual banquet is to pay tribute to our mothers. Our guest speaker was Miss Joyce Seidel, the Second Vice-President of National Theta Phi Alpha and our Province Governor. Three awards are given out by the chapter at the Mother-Daughter Banquet each year: the first, Best Service; the second, Best Sis; and the third, Best Scholastic Improvement for the past year. These awards are voted on and given out by our chapter and for this reason are highly treasured. Joan Sarnecki received two awards this year, Best Scholastic Improvement and Best Service. Joanne Demkovich received the Best Sis award. Congratulations!

Gifts were also given out to last year's officers for their service to the chapter. The recipients were: Rhea Bereolos, Pres.; Judy Vajda, Vice-Pres.; Maria Zepeda, Secretary; Jean McCormick, Treasurer; Lori Condes, Marshall; Marla Reitz, Historian; and Regina Grabowski, Pledge Mistress. A wrap-up of last year's activities was given by our past President, Rhea Bereolos.  
 The Theta Phi's pledge class was also kept busy planning an Easter Egg Hunt for the younger boys at the Carmelite Home for Boys last April 6th. The active chapter was also involved in this adventure. A bake sale is being planned in the near future to raise funds for the chapter. Also, an all Greek picnic was planned for April 5th at Optimist Park.

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## Sigma Kappa

What a party! Sigma Kappa, Phi Sigma Kappa, Phi Kappa Theta, Theta Phi Alpha, and the Purdue Calumet Athletic Association joined together for a party last Friday night. Optimist Park was the scene—complete with dancing, hot dogs, sloppy joes and plenty of beer for all. Good turnout plus good time equals fun. Maybe we can have this get-together planned for next year?

Phi Sigma Kappa and Sigma Kappa teamed up for a bowling party March 22nd. Bowl-Era was the spot for bowling; Andi

Vargo's home the place for the party afterward. A good time was had by all.

April promises to be a busy month for Sigma Kappa. On April 22nd, the first annual Panhellenic meeting will be held for Sigma Kappa Sorority and Theta Phi Alpha Sorority. Phi Kappa Theta and Sigma Kappa will combine forces for a picnic on April 27th. The traditional Mother-Daughter Luncheon will be held on April 28th.

Snakey K's wish everyone a Happy Easter!!!

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# PUCC BASEBALL TEAM

Hammond, Indiana—The baseball team of Purdue University Calumet Campus opened its spring season Tuesday, April 2nd, at Lockport, Illinois, with a game against Lewis University.

Coach Ed Sherry is enthusiastic about the Pipers' potential in his first season as baseball mentor at the Purdue Campus in Hammond.

"The squad has excellent spirit and shows strength in the infield and outfield," he said. "Pitching is still a problem, but there are some promising hurlers in the freshmen ranks. And, we desperately need to train a few more catchers."

The 16-man squad includes eight returning lettermen led by hardhitting Ken Vaznonis, junior from Hammond, a versatile infielder.

Other returnees are infielder Roger Hankins, junior from Hammond; pitcher Blaz Lucas, senior from Gary; infielder Bob Jacobsen, senior from Crown Point; catcher Steve Toth, junior from East Chicago; pitcher Bob Pisowicz; and outfielders Frank

Moricz and Bill Simmons, all upperclassmen from Hammond.

The freshmen are bringing valuable high school experience and are contributing to much-needed bench strength, Sherry added.

He is expecting top pitching performances from such newcomers as Bob Goddard (Munster High) and Nick Rencich (Thornton Fractional North). Another good hurler is Mark Shultz (Bishop Noll), who was awarded a scholarship last year by Manny's Men, a mushball team in East Chicago.

Gary Drutis (Hammond High), Pete Iussig (Merrillville), Bill Skopelja (East Chicago Washington), Dave Pishkur (Gary Andrean) and Larry Vaznonis (Hammond Gavit) are among the freshmen slated for spots in the infield or outfield. Larry is a brother of Ken Vaznonis.

The Pipers face an 18-game schedule, including two doubleheaders, with schools in Illinois. Most of the opponents along with Purdue Calumet are

members of the Chicagoland College Baseball Conference. Last season the Pipers posted a record of five wins and 12 losses.

The first home game this season was Saturday, April 6th, with a doubleheader against University of Illinois Chicago Circle Campus. All home contests will be played at Hessville Park at 173rd Street and Kennedy Avenue in Hammond.

Sherry has taken over the baseball coaching duties on a part-time basis. He is a physical education instructor at Munster Middle School and coaches 8th grade football and 7th grade baseball.

A native of Hammond, Sherry received his bachelor's and master's degrees in physical education from Ball State University. He played varsity baseball for three years at Ball State as a pitcher and outfielder. In 1967 he was named by the NCAA as All American Major College Outfielder.

The 1974 schedule and roster follow on separate enclosures. more???

## Intramural Basketball Champs Reign

**John Franiak**  
After months and months of season and tournament play, the basketball season has finally ended. On Monday, April 3rd, the House of Jacob team and the Losers played the final and championship game. The game was one of the best games played all season. H.O.J. led throughout the game as the Losers fought and just couldn't gain any ground. At half-time, the score

was House of Jacob, 28 points, the Losers, 21 points. The final score was H of J - 55, Losers - 50.

**High scorers**  
House of Jacob Porsche 17 pts.  
Davies 16 pts.  
Losers Kouras 20 pts.  
White 11 pts.  
Pishkur 10 pts.

**Fouls**  
House of Jacob - 15  
Losers - 21 (Kouras, White)

## Intramurals Detailed

**John Franiak**  
**Softball**  
The softball season is going to be short and quiet. It will be a Tournament with single elimination. This Intramural, as any other, is for both sexes, and should be started in about a week.

**Golf**  
A golf tournament will be held in a few weeks, which anyone can enter. Females can take a place in this contest, so how about it? This Intramural sport will be held at Lake Hills Country Club. Stay tuned for further information.

**Ping-pong, Tennis**  
Tournaments are being held now, but the weather is holding Tennis up a bit. Even so, 40 contestants have signed up.

**TROPHIES**  
Coach Rosenau has proclaimed

trophies will be given out starting next fall. The trophies will be given in every intramural sporting event. The winning teams will each receive a trophy, and each player who signed up for the team will also receive one. This spring a trophy will be given in Ping Pong and Tennis intramurals also.

**FALL INTRAMURALS**  
Next fall intramurals will start off with softball and touch football. In recent years, touch football was the only Intramural sport in the beginning of the semester. Softball will have a big spot in fall sports and have a season and tournament just as touch football will. Trophies will be given in both of these activities.

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### PURDUE CALUMET 1974 BASEBALL TEAM

| Name           | Po. | Ht.   | Wt. | B. | T. | High School  | Yr.   |
|----------------|-----|-------|-----|----|----|--------------|-------|
| Gary Drutis    | OF  | 5'11" | 170 | R  | R  | Hamd. High   | F     |
| Bob Goddard    | P   | 5'10" | 155 | R  | R  | Munster      | F     |
| Roger Hankins  | IF  | 5'8"  | 163 | R  | R  | Hamd. Morton | Jr.   |
| Pete Iussig    | OF  | 6'2"  | 175 | R  | R  | Merrillville | F     |
| Blaz Lucas     | P   | 5'10" | 185 | R  | R  | Gary Andrean | Sr.   |
| Frank Moricz   | IF  | 5'8"  | 149 | L  | R  | Bishop Noll  | Soph  |
| Dave Pishkur   | IF  | 6'1"  | 165 | L  | R  | Gary Andrean | Soph. |
| Bob Pisowicz   | P   | 6'1"  | 200 | L  | L  | Hamd. Tech   | Soph. |
| Bob Jacobsen   | IF  | 6'2"  | 175 | R  | R  | Crown Point  | Sr.   |
| Nick Rencich   | P   | 6'1"  | 160 | R  | R  | T.F. North   | F     |
| Mark Shultz    | P   | 5'10" | 170 | L  | L  | Bishop Noll  | F     |
| Bill Simmons   | OF  | 5'8"  | 145 | R  | R  | Hamd. High   | Jr.   |
| Bill Skopelja  | IF  | 5'8"  | 165 | R  | R  | E.C. Wash.   | F.    |
| Steve Toth     | C   | 6'1"  | 175 | R  | R  | E.C. Roos.   | Jr.   |
| Ken Vaznonis   | IF  | 6'0"  | 180 | R  | R  | Hamd. Gavit  | Jr.   |
| Larry Vaznonis | OF  | 6'3"  | 185 | R  | R  | Hamd. Gavit  | F.    |

Coach: Ed Sherry                      Mgr. Bob Hawthorne  
Home Field: Hessville Park  
173rd & Kennedy  
Hammond, Ind.

### PURDUE CALUMET 1974 BASEBALL SCHEDULE

#### April

|           |                         |            |       |
|-----------|-------------------------|------------|-------|
| Tues.-2   | Lewis University        | 3:30 p.m.  | There |
| Sat.-6    | U. of Ill. C.C. (2)     | 11:00 a.m. | Here  |
| Tues.-9   | Northeastern Ill.       | 3:00 p.m.  | Here  |
| Thurs.-11 | Ill. Benedictine        | 1:00 p.m.  | Here  |
| Tues.-16  | Northeastern Ill.       | 3:00 p.m.  | There |
| Thurs.-18 | University of Chicago   | 3:30 p.m.  | There |
| Sat.-20   | Ill. Inst. of Tech. (2) | 12:00 n    | There |
| Wed.-24   | Chicago State           | 3:00 p.m.  | Here  |
| Thurs.-25 | Lewis University        | 3:30 p.m.  | Here  |
| Fri.-26   | St. Xavier              | 3:30 p.m.  | There |

#### May

|          |                                |           |       |
|----------|--------------------------------|-----------|-------|
| Thurs.-2 | Northeastern Ill. (Tournament) | 3:30 p.m. | Here  |
| Fri.-3   | St. Xavier                     | 3:30 p.m. | Here  |
| Mon.-6   | St. Francis                    | 3:30 p.m. | Here  |
| Wed.-8   | Olivet Nazarene                | 1:00 p.m. | There |
| Fri.-10  | St. Francis                    | 3:30 p.m. | There |
| Tues.-14 | Chicago State                  | 3:30 p.m. | There |

18-19-20-21 C.C.B.C. TOURNAMENT To Be Announced

## Season Opener 22-5

by Mike Rose

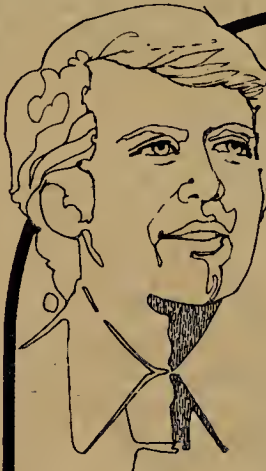
PUCC baseball team went to play Lewis University in Illinois only to return home stunned, after losing 22-5. Already after the first game everybody is saying, "Well maybe next year, or maybe it'll never be."

Jacobson was high for PUCC, going to the plate five times and getting a triple and 2 RBI's for a batting average of .600. A. Vazonis got 2 RBI's and one hit. His brother K. Vazonis contributed one hit. Drutis, Moricz, and Toth also contributed one hit apiece.

The team average after one game is a poor .222.

The losing pitcher for PUCC is Robert Pisowicz. Pitching only 1-1/3 innings, he got bombed for 8 runs and 5 hits. Lucas pitched 4-2/3 innings was almost just as bad had 10 runs and 9 hits on him. Goddard was the best statistically-wise with pitching 2 innings had 4 runs and 2 hits scored on him. Altogether in 8 innings PUCC surrendered 22 runs on the hits to Lewis University. Good Luck, Lewis University!

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